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Media Literacy in Ireland: From Protectionism to Participation

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Media Literacy in Ireland: protectionism to participation

Brian O'Neill

Dublin Institute of Technology

February 18, 2011

What is media literacy?

The Skills, Knowledge and Understanding to:

Access

Navigate

Control

Regulate

Understand

Read

Deconstruct

Evaluate

Create

Produce

Distribute

Publish



Stages of Media Literacy in Europe



Timeline

<i>1945: National Film Institute</i>	<i>1978: VPTP programmes include Media Studies</i>	<i>1980: NIHE Dublin School of Communications</i>	<i>1990: New New primary curriculum</i>	<i>2000: Revised primary curriculum</i>
	<i>1979: College of Commerce Communications (John Culkin extern)</i>	<i>1983-6: RTE/IFI Summer Schools</i>	<i>1992: Irish Film Centre</i>	<i>2000: Fís Millenium Film Project</i>
		<i>1985: National Media Education Conference</i>	<i>1994: Leaving Cert Applied (Communications and Media Studies)</i>	<i>2007: Radharc Report Critical Media Literacy</i>
<i>1968: Catholic Communications Centre</i>		<i>1986: TAME established</i>	<i>1997: G. Jeffers Reel 2 Real</i>	
<i>1969: Sit Down and Be Counted</i>		<i>1989: new Junior Certificate Programme</i>	<i>1998: National Centre for Technology in Education</i>	<i>2009: Broadcasting Act</i>
<1960s	1970s	1980s	1990s	2000s>

The protectionist paradigm

“the flood of information stimuli and exhortations conveyed by sound and image by which the pupil is assailed outside the school through posters, cinema, television, strip cartoons, radio and popular songs”.

Primary Curriculum Handbook 1971

The participation paradigm

“It involves the active involvement of children in learning process that is imaginative and stimulating. Its overall vision is to enable children to meet with self-confidence and assurance the demands of life both now and in the future”

The Primary School Curriculum 1999

Grunwald Declaration - UNESCO

We live in a world where media are omnipresent: an increasing number of people spend a great deal of time watching television, reading newspapers and magazines, playing records and listening to the radio. In some countries, for example, children already spend more time watching television than they do attending school.

Rather than condemn or endorse the undoubted power of the media, we need to accept their significant impact and penetration throughout the world as an established fact, and also appreciate their importance as an element of culture in today's world. The role of communication and media in the process of development should not be underestimated, nor the function of media as instruments for the citizen's active participation in society. Political and educational systems need to recognise their obligations to promote in their citizens a critical understanding of the phenomena of communication.

Grunwald, Federal Republic of Germany, 22 January 1982

McLuhan and Media Literacies



"The new mass media - film, radio, TV - are new languages, their grammar as yet unknown."

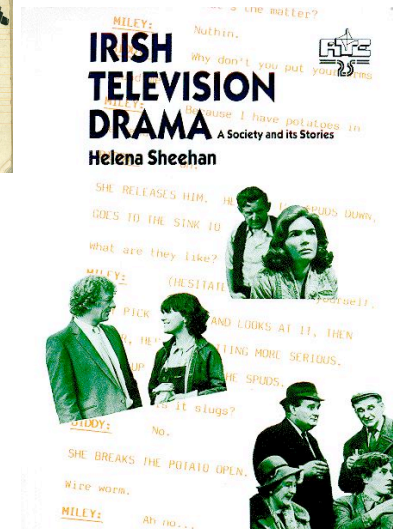
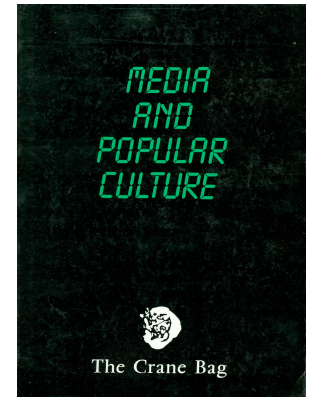
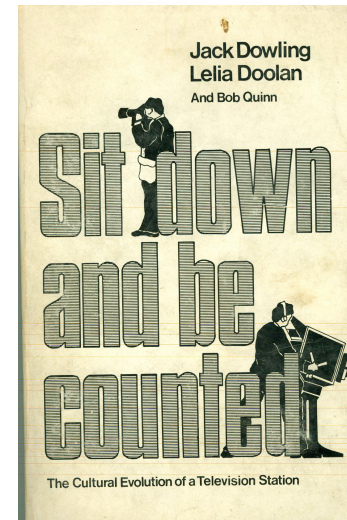
John Culkin

Critical Moments – ML in 1980s


“Be the Arrow, not the Target!”

Within the next few years, decisions will be taken or fail to be taken which will to a large extent determine which of these possible roads we are likely to take, for the remainder of this century. But if action is necessary now, *its first conditions are information, analysis, education, discussion*, to which this book is offered as a small contribution and, it is hoped, an incentive.

Raymond Williams, Preface *Sit Down and Be Counted* (1969)



Media Literacy and the Broadcasting Act 2009



Department of Communications, Energy and Natural Resources
Roinn ná an Roinn Cumarsáide, Fuinnimh agus Acmhainní Nádurtha

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The Broadcasting Act 2009 provides a new role for the Broadcasting Authority of Ireland (BAI) (<http://www.bai.ie/>) in promoting Media Literacy. Under the Act the BAI are given ancillary functions to encourage and foster research and to undertake measures and activities which are directed towards the promotion of media literacy.

The Act also provides that the Broadcasting Funding Scheme may support new television or radio programmes to improve media literacy.

Media Literacy is formally defined as follows;

"media literacy" means to bring about a better public understanding of:

- (a) the nature and characteristics of material published by means of broadcast and related electronic media,
- (b) the processes by which such material is selected, or made available, for publication by broadcast and related electronic media,
- (c) the processes by which individuals and communities can create and





Media Literacy Lens



A MEDIA LITERACY MANUAL FOR
COMMUNITY MEDIA TRAINERS

VOLUME 1

AN INTRODUCTION TO MEDIA LITERACY
COMPILED BY JACK BYRNE

INCLUDING AN ESSAY ON:
THE RIGHT TO BE MEDIA LITERATE

A Craol Community Radio Publication. 2010



Co-funded by the European Union

THE LONDON SCHOOL
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January 2011

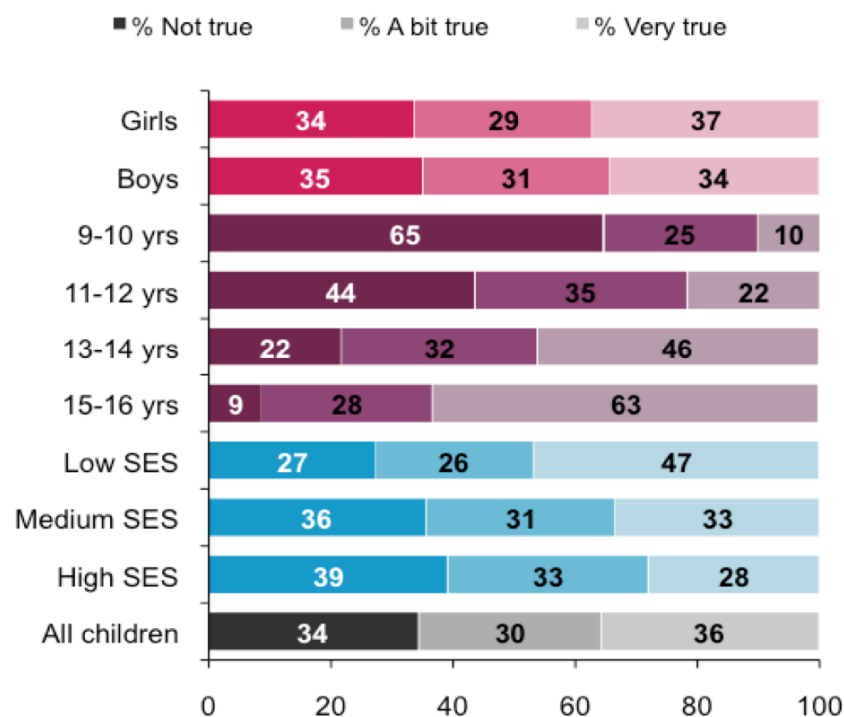


Brian O'Neill, Simon Grehan and Kjartan Ólafsson

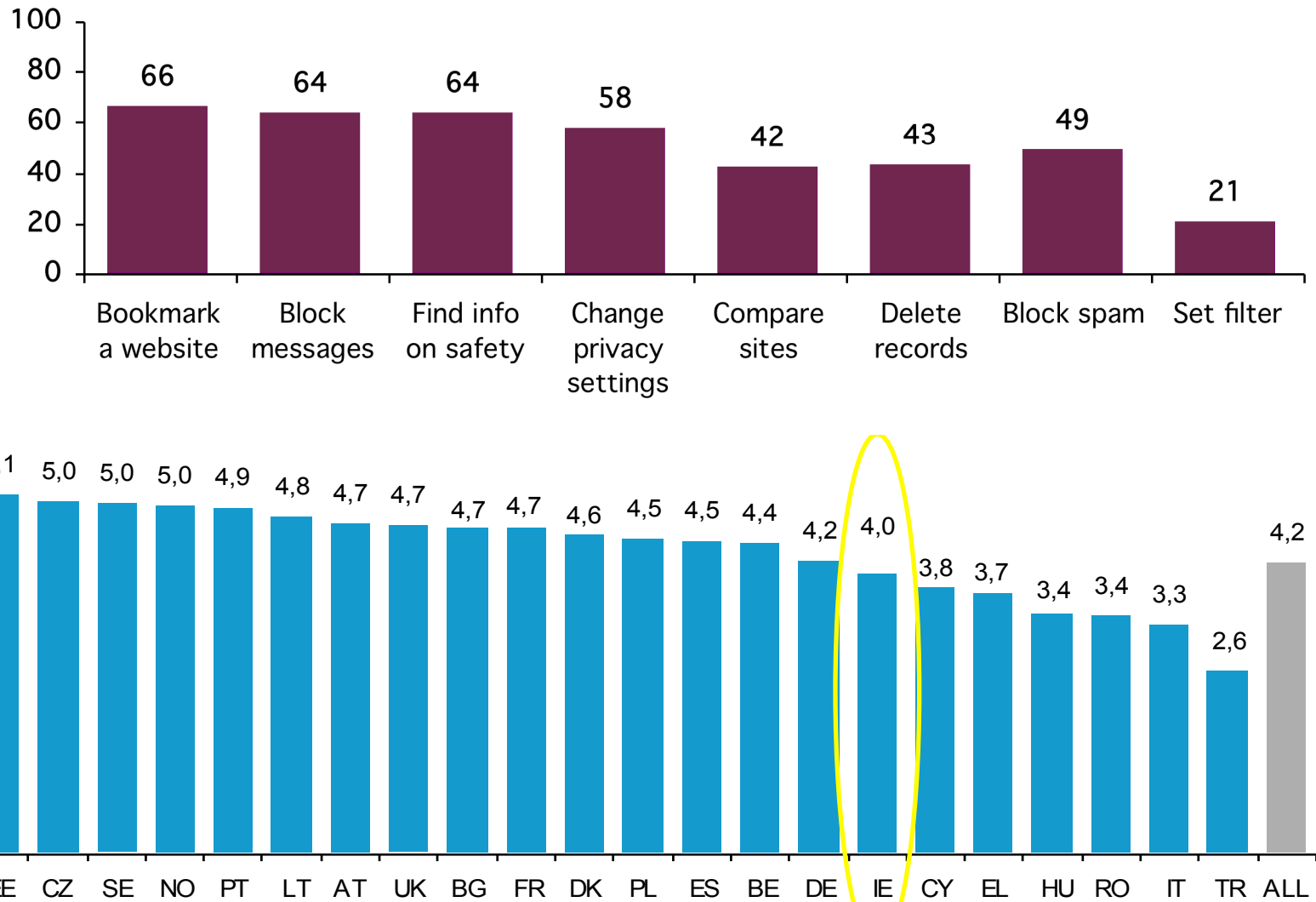
ISSN 2045-2551

www.eukidsonline.net

"I know more about the internet than my parents"

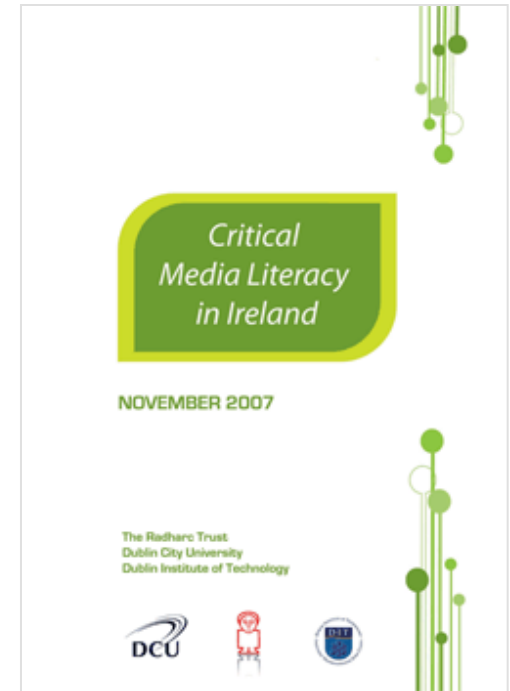


Uneven digital skills



Critical Media Literacy in Ireland (DIT/DCU/ Radharc Trust, 2007)

1. A study of theoretical models and international best practice in promoting critical media literacy, in particular among younger people;
2. A survey of current practices in media literacy training and media education in second-level schools, within formal curriculum and in individual teaching practices of schools and teachers; and
3. Discussion and recommendations on initiatives to promote media literacy in Ireland.



MAIN FINDINGS

- Media Education is not uniformly available and/or supported in all schools.
- Media Education is hampered by low status and considered to be a 'soft' subject.
- Media Education as it currently exists across the curriculum is unstructured. While this offers some advantages in allowing freedom to teachers to develop new innovative practices, it undermines the overall coherence of media studies as a subject.
- Community-based initiatives do not generally receive recognition nor are there serious attempts to leverage their potential – resources, expertise, methods etc.
- A lack of research and funding for specifically Irish contexts seriously undermines any attempts at gaining credibility or inspiration.
- There is a low rate of collaboration between schools, community and industry.
- There is no 'ownership' of Media Education and a vital need for it to be endorsed.

RECOMMENDATIONS

1. *A revised and coherent rationale for media literacy* in Irish education needs to be developed that takes into account its contemporary relevance and wider social context.
2. *A curriculum strategy* needs to be developed that takes into account its current disjointed nature and seeks to develop a more holistic, integrated approach.
3. *Stakeholders within the field of media education and media literacy need to collaborate* to ensure a higher profile for the subject and to enhance its status.
4. *Responsibility for the development of media literacy needs to be assigned* and individual roles within the field need to be mandated.



Broadcasting Commission of Ireland
Coimisiún Craolacháin na hÉireann

MEDIA LITERACY AND THE PUBLIC SPHERE 2008

AIMS

of policy and relevant academic literature;

- Current trends in media literacy thinking via an interview-based survey of international experts in the field
- Public attitudes towards media literacy in Ireland via a series of focus groups.

Recommendations

Research: *a media literacy dimension be identified within each of these research functions and the research identified with a task of these research functions and gathering information should be emerging overarching framework for gathering information on the emerging communications landscape.*

Industry support: *In order to mainstream media literacy as an essential component of participation in the communications marketplace, particular attention should be identified to require media organisations to support media literacy initiatives.*

Information exchange: *A key element in developing effective media literacy strategies is information sharing both at a national and*



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Recommendations

Expert group: *formation of an Irish media literacy expert group to advise on definitions, strategies, experts and key stakeholders. Such a group should comprise of official experts and key stakeholders within the media literacy field.*

Partnership support: *support for such civil society/cultural and educational organisations ..in order to place media literacy provision on a sustainable footing.. Including dedicated support from funds as, for example, defined in Broadcasting (Funding) Act,*



Thanks for listening!